

# Screening Tool

## for Well-Described Responsiveness-to-Intervention Models and Comparison Models

by Daryl F. Mellard and Melinda A. McKnight



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### *DESCRIPTIVE INFORMATION*

#### 1. Contact Information

Name of School, District, or Agency: \_\_\_\_\_

Name of Contact: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

2. When (year) was the current SLD identification model initiated? \_\_\_\_\_

3. When (year) was the current SLD identification model fully implemented?  
\_\_\_\_\_

4. Do all schools within the district use the same SLD identification model?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

5. Do all grade levels within the school use the same SLD identification  
model?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

6. Who is responsible for administering this model?  
\_\_\_\_\_

7. How many students in the school are considered as having a learning  
disability? \_\_\_\_\_

8. What is the total number of students at this site? \_\_\_\_\_

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# Screening Information

Answer the statements below about each school practice or characteristic by circling the appropriate letter.

- a. Does this practice or characteristic accurately reflect the school? Circle: (Y)es/(N)ot Yet/(U)nknown
- b. For practices marked “(Y)es,” does written documentation of the practice exist? Circle: (Y)es/(N)ot Yet/(U)nknown

## GENERAL EDUCATION PRACTICES

	ACCURACY	DOCUMENTATION
1. Students receive high-quality instruction in their general education setting.	Y N U	Y N U
2. General education instruction is research-based.	Y N U	Y N U
3. General education instructors and staff assume an active role in students’ assessment in that curriculum.	Y N U	Y N U
4. The school routinely evaluates the fidelity of instruction in general education settings.	Y N U	Y N U

## STUDENT ASSESSMENT PRACTICES

	ACCURACY	DOCUMENTATION
5. The school has universal screening of academic skills.	Y N U	Y N U
6. The school has universal screening of behavior.	Y N U	Y N U
7. The school uses continuous progress monitoring of student performance.	Y N U	Y N U
8. The school has information about its reading score distributions.	Y N U	Y N U

## INTERVENTION MODEL PRACTICES

	ACCURACY	DOCUMENTATION
9. School staff implement <b>research-based</b> interventions to address students’ academic or behavioral difficulties.	Y N U	Y N U
10. Classroom interventions are clearly described.	Y N U	Y N U
11. School staff use progress monitoring data to determine interventions’ effectiveness and to make any modifications.	Y N U	Y N U
12. The school incorporates the concept of multiple tiers of increasingly intense student-focused interventions.	Y N U	Y N U
13. Students’ interventions are individualized in a problem-solving approach.	Y N U	Y N U

14. Students' interventions are standardized (e.g., standard treatment protocol approach).	Y N U	Y N U
15. Interventions include a differentiated curriculum.	Y N U	Y N U
16. Staff other than the classroom teacher deliver interventions.	Y N U	Y N U
17. Interventions vary in group size, qualifications of instructor, duration, frequency, and time.	Y N U	Y N U
18. The school routinely evaluates the fidelity of intervention implementation in general education settings.	Y N U	Y N U

**SLD DETERMINATION PRACTICES**

ACCURACY

DOCUMENTATION

19. Disability determination includes RTI outcome information.	Y N U	Y N U
20. SLD determination is based on a multifaceted assessment of multiple SLD characteristics.	Y N U	Y N U
21. Placement decisions vary by students' severity level.	Y N U	Y N U
22. School staff keeps track of the number of students who go beyond Tier 1, complete the SLD determination process, and are (a) judged as having a learning disability or (b) judged not to have a learning disability.	Y N U	Y N U

**STUDENT OUTCOME DATA**

ACCURACY

DOCUMENTATION

23. Achievement outcomes of students identified in an SLD determination model are available.	Y N U	Y N U
24. SLD identification decisions meet the state's identification model requirements.	Y N U	Y N U

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